

**Standard 7-4** The student will demonstrate an understanding of the impact of imperialism throughout the world in the late nineteenth and early twentieth centuries.

**7-4.2** Use a map to illustrate the geographic extent of European imperialism in various regions, including Africa, Asia, the Middle East, South America, Australia, New Zealand, Siberia, and Canada. (G, H)

**Taxonomy Level:** B 2 Understand/Conceptual Knowledge

**Previous/future knowledge:**

This is the first time students have been asked to use a map to illustrate the geographic extent of European imperialism in various regions.

In Global Studies, students will explain the economic and cultural impact of European involvement on other continents during the era of European expansion (GS-4.2).

**It is essential for students to know:**

When using maps, one should focus again on political, social, and economic reasons why countries were drawn to the lands they claimed (7-4.1). While creating or viewing maps, one should ask if the political reason for imperialism was competitive ports and military bases and the economic reason was trade, why would certain regions be more desirable?

Students should begin by viewing a map of imperialism in **Africa** prior to the Berlin Conference, followed by a map of Africa after the Berlin Conference (circa 1914). It would be helpful for students to compare these maps to a map of tribal ethnic boundaries in Africa prior to imperialism, leading to a discussion of motives for division, problems caused by the division (this can also be used later for discussions of decolonization and African instability) and reasons why Liberia and Ethiopia remained unimperialized.

A map illustrating the holdings of France, Germany, Great Britain, the Netherlands, and the United States (perhaps even Japan, if applicable to the map) after 1900 would be very useful for a similar study of Asia. A world map of the British empire in 1900 would illustrate why “the sun never set on the British empire,” including Canada, areas of South America, the Middle East, Australia, New Zealand, Asia, and Africa.

**It is not essential for students to know:**

It is not essential for students to memorize which countries were dominated by which countries, beyond the large involvements used in other discussions, such as India and South Africa.

**Assessment guidelines:**

The objective of this indicator is to use a map to **illustrate** the geographic extent of European Imperialism, therefore the primary focus of assessment should be to apply a procedure to the tool that would be needed to help the students be comfortable with **creating, reading and interpreting** a map of the Colonial World during the 1700 and 1800’s and to make projections about Imperialism. However, appropriate assessments should also require students to utilize mental maps or historical atlases that

require them to get comfortable with those maps; **interpret** the key and understand the implications of the growth of such empires in the world.